

**Summer Assignments for English 12 AP
Literature and Composition
Yes, we read!**

EMAIL ME if you have question: sophie_yu@chino.k12.ca.us

AP English and Composition is a college literature and composition class and the quality of work, focus, motivation, and dedication required to this course will be that of a college student. This work will be rigorous and demanding and as a student, you will be expected to study a range of literary works that reflect a college curriculum. This class is very different from AP Language and Composition, but you will still need the skills and the knowledge that you gained in that very important class, so keep your notes!

I understand that the summer work may seem extensive, but it is because portions of October and November will be dedicated for college applications and the personal statement. Just stick with it - you will understand why the class schedule is this way and if you devote just a couple of hours a week to it, you'll be done in no time!

This course work will help you develop a deep, focused, sophisticated, and dynamic critical voice that will serve you well in all your university level work. It is expected that you come to the class with a solid background in academic writing that exhibits organization and proper mechanics (a.k.a. grammar) and will hone those skills as well as develop your ability to write for a specific audience and purpose. Initially, your essays will be analyzed and deconstructed to develop and improve your style in order to become a more effective writer. However, as you write and respond to cold reads, the AP style essay will become second nature to you, and you will begin to respond to literary writing intelligently, quickly, and articulately with critical and unique analysis. As the course is also explicitly designed to prepare you for the AP English Literature and Composition exam in May, each student is expected to take the test.

The following list of assignments required for the summer. Many of the works can be found in the X.J. Kennedy textbook which is available in the library. You must check out this book before the library closes for the summer!

Required Reading - These novels are either in the X.J. Kennedy textbook or online for free download. ~~You are required to write a book report for each work~~ (See Outlining a Work of Fiction):

- *Oedipus Rex* by Sophocles (in X.J. Kennedy textbook) *
- *Things Fall Apart* by Chinua Achebe *
- *Streetcar Named Desire* by Tennessee Williams – watch the (<http://www.metropolitancollege.com/Streetcar.pdf>) - the Viven Leigh/Marlon Brando 1951 version is really good.
- *Wit* by Margaret Edson * (Emma Thompson made a great film version)

Optional, but recommended – this is information is that important in order to understand allusions within literature:

- *How to Read Literature Like a Professor* by Thomas C. Foster (a digital copy is available online: http://www.aaps.k12.mi.us/huron.english/files/howtoreadliteraturelikeaprofessor_ft.pdf)
- *Mythology* by Edit Hamilton* or if you really want to go wild, the Percy Jackson series
- The Bible – Books: *Genius*, *Exodus*, and one of the Gossips (*Matthew*, *Mark*, *John*, or *Luke*)

*available in the DAL library

Assignment for *Wit*: Outlining a Work of Fiction and TP-CASTT

Annotate the poem, “Death, Be Not Proud” and then answer the questions below to help you fill out the TP-CASTT.

“Death, Be Not Proud” By John Donne

Death, be not proud, though some have called thee
Mighty and dreadful, for thou art not so;
For those whom thou think'st thou dost overthrow,¹
Die not, poor Death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures be,²
Much pleasure; then from thee much more must flow,
And soonest³ our best men with thee do go,
Rest of their bones, and soul's delivery.
Thou art slave⁴ to fate, chance, kings, and desperate men,
And dost with poison, war, and sickness dwell;
And poppy or charms can make us sleep as well⁵
And better than thy stroke; why swell'st thou then?⁶
One short sleep past, we wake eternally,
And death shall be no more; Death, thou shalt die.

Answer these questions:

1. Who is the speaker and to whom is the poetry addressing?
2. Why would this poem be one that Professor Bearing examines without the play? Take into consideration her situation.
3. Examine the tone of the poem. How would you read it out loud if you were reciting it in front of an audience (yes, that's a thing)?
4. Does the speaker's view of Death change from the beginning of the poem to the end or does it remain stagnant?
5. Why would “Death” be capitalized? Does it make a difference or was John Donne being fancy?

Outlining a Work of Fiction

You will write an outline for the work: *Streetcar Named Desire*. The outline is to be organized in an outline format with each section written in paragraph form. The outline must be **SINGLE SPACED** with MLA citations. If you need help, you may refer to shmoop.com, but you must include proper citation.

I. Title / Themes

This section consists of a detailed explanation of the title's significance as it relates to any themes or symbols. This section will be written in a paragraph form. If the title lacks any other significance than naming the main character, then discuss the major themes of the novel and include excerpts to support your assertion. What are some universal themes within the novel? Explain how these themes relate to the story plot and characters. Refer to this website for help:

http://www.mchs.gsacrd.ab.ca/eteacher_download/1375/10868

This part should be around 100 – 150 words, excerpts included.

II. World of the Work

Give a detailed description of the characters' values, traditions, culture(s), and social status/social class. How do these elements influence, trap, control, motivate, oppress, etc the characters. This part involves deep analysis that must explain the characters' reality. Include examples through excerpts and detailed analysis. This part should be around 150 – 200 words (excerpts are included in the world count).

III. Character Description

This section consists of five characters and a detailed analysis of each. Explain why each character is important, his/her purpose within the plot, and how any minor characters relates to the main character. How do these characters change and evolve throughout the novel? What are their struggles? Include personality descriptions, character flaws, and strengths. Each character will be an in depth analysis of about 250 – 350 words for each character.

A. Main character

B. Main character/minor character

C. Main character/minor character

D. Main character/minor character

IV. Plot Description

This section is a detailed summary of the novel. Include a description of the world of the novel (sections from Roman Numeral I may be used here). What are the settings, the weather, time era, culture, beliefs, and etc.? What are the significant events that helped the plot progress? Did they change the characters in anyway? This section should 1 ½ to 2 pages long.

V. Stylistic Analysis

Select one passage from the work. How does the author's style influence the themes, mood, tone, and overall effect of the work? Include examples of diction, syntax, parallelism, repetition of elements including symbols and events, rhetoric through excerpts and detailed analysis. (250 - 300 words)

VI. Reader's Response

Write a 200-word response to the work. What did you think of it? Of the characters? The plot? Style? This part is 100% your thoughts and opinion about the work.

Hubris – Essay Assignment

Arachne

Arachne in Greek mythology was a weaver who challenged Athena and was consequently transformed into a spider. There are three versions of the myth.

One version has it that she was a shepherd's daughter that was particularly skilled at weaving. Boasting about her skill, she infuriated Athena, who appeared and contested her. Athena weaved four scenes in which the gods punished those humans that considered themselves equal to gods and committed hubris; Arachne, on the other hand, weaved scenes in which gods abused humans. Arachne's work was clearly better than Athena's; the goddess even more enraged due to what the weaving depicted, threw Hecate's potion onto Arachne, transforming her into a spider and condemning her to weave for eternity.

In a different version, at the challenge, Athena weaved the contest between herself and Poseidon over who the patron saint of Athens would be, while Arachne did a depiction of Zeus' advances to various mortal women. Athena realised how skilled Arachne was, but wanted to teach her to be more humble and respect the gods. Touching Arachne's forehead, the woman was filled with shame and hung herself. Athena brought her back to life and turned her into a spider, in order to let her weave all the time.

In the final version of the myth, Zeus was the judge in the contest between Arachne and Athena, and whoever lost would not be allowed to touch a spindle or the loom again. Athena won in this version, and Arachne was devastated that she could no longer weave. Out of pity, Athena transformed her into a spider, so she could continue weaving without having to break her oath.

Source: "Arachne" [Greekmythology.com](https://www.greekmythology.com/Myths/Mortals/Arachne/arachne.html) - May 31, 2017

Essay Prompt: 500 - 700 words (about 2 and ½ pages – seriously, you can do this in your sleep)

Hubris defined as excessive personal pride. As Oedipus is about to learn the devastating truth of his origin and his destiny, the Chorus observes, "Audacity sires the tyrant..." In a well-written essay, discuss how hubris plays a part in the works of *Things Fall Apart*, *Oedipus Rex*, and *W;t*. Is it a fatal flaw? Include excerpts/quotations from the works and cite appropriately.

***Things Fall Apart* by Chinua Achebe**
Study Guide – This is super easy if you read the novel

Chapters 1-4

1. Why was Okonkwo famous? Why is this significant in setting up his character?
2. Describe Unoka. How does his behavior impact the concept of gender roles?
3. Why had the men of Umuofia called a meeting?
4. Where does the story take place?
5. What influence did the oracle have on decisions made in Umuofia?
6. What were Okonkwo's greatest fear and greatest passion?
7. What upset Okonkwo most about his son, Nwoye? Why?
8. What did Okonkwo bring home from his trip to Mbaino?
9. How did Okonkwo begin his prosperous career?
10. What unheard of thing did Okonkwo do during the Week of Peace?
121. What is the role yams and how does it represent the Igbo society?

Chapters 5-7

1. Describe the Feast of the New Yam.
2. Who was Okonkwo's favorite child, and what did he often say about the child?
3. What unacceptable thing did Okonkwo do just before the Feast of the New Yam?
4. Who was Chielo, and why was she important? Also examine her role from a gender perspective.
5. What sport did the villagers enjoy watching during their feasting?
6. What influence did Ikemefuna have on Nwoye? Why is this significant?

7. How did Okonkwo feel about Ikemefuna's influence on Nwoye?
8. How did the villagers feel about the coming of the locusts, and what did they do about it?
9. What did the village decide to do with Ikemefuna?
10. Who struck the last blow to Ikemefuna, and why? Relate to his insecurity.

Chapters 8-10

1. What did Okonkwo do whenever he thought of his father's weakness and failure?
2. What did Okonkwo tell himself about his part in Ikemefuna's death?
3. What did Obierika tell Okonkwo about his part in Ikemefuna's death?
4. Describe the meeting to determine Obierika's daughter's bride price.
5. The men began discussing rumors about white men. Who did the men think the white men were?
6. Describe the relationship between Ekwefi and Ezinma.
7. Describe Ekwefi's difficulties in getting pregnant.
8. What did the medicine man tell Okonkwo after the death of Ekwefi's second child?
9. Describe the burial of Ekwefi's third child, and the reason for it.
10. Explain the significance of Ezinma's iyi-uwa.
11. How did Okonkwo cure Ezinma's iba illness?
12. What was the purpose of the ceremony described in Chapter 10?

Chapters 11-13

1. What did Chielo want with Ezinma?
2. What did Ekwefi do?

3. What did Okonkwo do when Chielo took Ezinma?
4. What was the purpose of the uri ceremony?
5. What was the significance in the amount of wine the family brought?
6. What happened at the end of the ceremony?
7. Describe Ezeudu's funeral.
8. How did the author describe a man's life?
9. What happened during the frenzy?
10. What was the result of Okonkwo's action?
11. What was the reason for the clan's actions against Okonkwo?
12. What did Obierika think about after this calamity, and what was his conclusion?

Chapters 14-19

1. Where did Okonkwo take his family to live?
2. How did Okonkwo feel about his circumstances?
3. Why did Uchendu talk to Okonkwo about the Mother Supreme?
4. Who came to visit Okonkwo during the second year of exile, and why?
5. Briefly retell the story of the destruction of Abame.
6. What was Obierika's reaction to the story?
7. What event did Obierika describe on his next visit, two years later?
8. Who had Obierika found among the missionaries?

9. What was the iron horse?
10. Where did the missionaries in Mbanta build their church, why were they given that particular piece of land, and what happened to them?
11. What was it about Nwoye's actions that disturbed Okonkwo so much?
12. What group wanted to be admitted to the Christian church, and what happened?
13. Describe the incident with the sacred python.
14. What did Okonkwo do before he left Mbanta when his exile was ended?
15. What was the one elder's message to those at the feast?

Chapters 20-25

1. How did Okonkwo feel about his return to the clan?
2. What message did Okonkwo give to his sons and daughters after Nwoye left the family?
3. Describe the changes that had come to Umuofia in the seven years that Okonkwo was in exile.
4. Okonkwo asked Obierika why the people had lost their power to fight. What was Obierika's reply?
5. How did many of the other villagers feel about these changes?
6. What was Mr. Brown's conclusion about the religion of the clan? How did he act to gain converts?
7. About what was Okonkwo grieving?
8. Describe the conflict started by Enoch.
9. What was the result of the action taken by the egwugwu?
10. How did Okonkwo feel when he returned from the white man's prison?

11. Why did the men meet in the marketplace?
12. What event happened in the marketplace?
13. What happened to Okonkwo?
14. What did Obierika tell the Commissioner?
15. What was the Commissioner's reaction to the incident?

Vocabulary

Define each word. Include the part of speech. Write the sentence from the story that uses the word. Include the page number.

1. improvident
2. feign
3. impenetrably
4. flourish
5. haggard
6. harbinger
7. eloquent
8. resilient
9. imperious
10. malevolence
11. profound
12. imminent
13. perpetual
14. esoteric
15. callow
16. discordant
17. brusqueness
18. approbation
19. ostracize
20. abomination